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2010 Outstanding First-Year Student Advocates



Front Row, left to right:

Jennifer Keup, Director, National Resource Center for The First-Year Experience & Students in Transition; **Shani Fisher**, Senior Sponsoring Editor, Wadsworth/Cengage Learning; **Nancy Walburn**, Director of the Division of General Studies, University of Alabama at Birmingham; **Christa D. Fye**, Associate Dean for Academic Support, Hampden-Sydney College; **Tonya Strickland**, Chair, Division of Learning Support; Associate Professor of Learning Support Reading and English; Interim Chair, Division of Arts and Sciences, Bainbridge College; **Sarah K. Shutt**, Counselor for Retention Services, J. Sargeant Reynolds Community College; **Kirsten E. Stoller**, Marketing Manager, Wadsworth/Cengage Learning; **M. Stuart Hunter**, Assistant Vice President, National Resource Center for The First-Year Experience & Students in Transition/University 101 Programs

Back Row, left to right:

Dale B. Billingsley, Professor of English and Vice Provost for Undergraduate Affairs, University of Louisville; **Harvest Collier**, Vice Provost for Undergraduate Studies, Missouri University of Science and Technology; **Richard Reid**, Professor and Assistant Dean, College of Engineering, South Dakota State University; **Stacy Gilbert**, Director of Co-Curricular Programs and Disability Services, Louisiana Tech University; **Christine (Chris) Benson**, Associate Dean of Academic Advising and First-Year Experience, Madonna University; **Stanley D. Singleton**, Associate Director of General Education Development Center, Paine College

The National Resource Center for The First-Year Experience and Students in Transition and Wadsworth/Cengage Learning announced the 10 educators who were selected as the 2010 Outstanding First-Year Student Advocates at the 29th Annual Conference on The First-Year Experience in Denver, Colorado. These educators share a common goal of improving the educational experience for entering college students. They have been awarded this distinction for their exceptional work on behalf of first-year students and for the impact their efforts have on the students and culture of their institutions. Their achievements can be viewed at www.sc.edu/fye/centerinitiative/advocates/currentyear/

EI skill is critical for first-year students to feel that they belong, fit in, and are comfortable in a new physical environment; understand the expectations and policies of the college; and connect with faculty and other students. Subsequent meetings focus on those EI skills that are mutually identified and prioritized by the student and college coach throughout the semester. For example, a student may express the desire to drop her math class because she recently failed a quiz. In light of this, the student and coach may identify “impulse control” as an EI skill to explore and develop. Through a series of reflective questions, the coach would lead the student toward exploring this thought process and behavior, encouraging the student to investigate all avenues prior to making a final decision.

Through department visits and internal college communications, all college employees were invited to attend a brief meeting introducing the College Coach Approach. In the first year, approximately 60 college employees (i.e., 50% staff; 50% administrators and faculty) attended training sessions facilitated by the program coordinators. The highly interactive training sessions explored both theoretical and practical aspects of student success, emotional intelligence, and coaching. These employees committed to meet with a student(s) for 20 minutes on a bi-weekly basis during their first year of college. Coaches were supported by the program coordinators through professional development opportunities, coach-student workshops, social events, and a year-end College Coach week – celebrating the contributions of these mentors. The college coach completes a brief progress report following each student meeting, indicating attendance, main issues, action plan, referrals and follow up. Each participating student signs a consent form, which allows the program to track several components of progress for statistical purposes.

Today, the SUCCESS@Seneca program serves more than 300 first-year students who are enrolled in historically high-attrition academic programs, such as a general arts program or an undeclared major. Over 120 college employees offer their experiences, leadership, and EI skills to make a meaningful difference in the lives of college students. Most coaches are connected with two or three students. It takes time to learn, develop, and enhance EI skills, characteristics, and behaviors that lead to success; therefore, in some cases, the student and coach continue meeting during the sophomore year but with less frequency.

An extensive assessment of the SUCCESS@Seneca initiative was conducted in the 2006-2007 academic year employing self-reporting pre- and postmeasures, qualitative and quantitative evaluations, and objective measures of the end result. Findings showed that students who participated in the SUCCESS program demonstrated a 16.5% increase in student retention, a 15.8% decrease in early withdrawals, and an average one-point increase in GPA compared to nonparticipating students.

Results of the pre and post self-reporting measures (i.e., Transition Issues survey distributed in week one and week eight of the first semester) revealed improvements in the students' ability to (a) complete academic tasks on time, (b) choose an appropriate career path, (c) meet new people and develop relationships, (d) adjust to a new environment, (e) use effective study habits, (f) cope with stress, and (g) balance family and personal commitments. In addition, student feedback from a questionnaire specifically evaluating the impact of the coaching program indicated

- More positive attitudes toward college studies
- Higher levels of self-confidence and motivation
- Greater likelihood of utilizing college resources and services
- Higher academic and personal achievement

For more information on the SUCCESS@Seneca and the College Coach Approach, please visit www.senecac.on.ca/success

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The Big Picture

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Peer Power: Empirical Evidence for the Positive Impact of Peer Interaction, Support, and Leadership

A long historical trail of empirical evidence points to the power of the peer group for promoting the success and development for college students (Feldman & Newcomb, 1969; Pascarella & Terenzini, 2005). Fellow students can be much more than competitors and a source of negative peer pressure; they can also be collaborators, sources of positive social influence, and resources for support. Positive peer influence may be especially important for first-year students who are experiencing a major transition to a new social environment and peer culture and are seeking a sense of belonging and acceptance. Connecting new students with more experienced peer mentors and role models who have made the transition successfully can supply a source of positive peer power that fuels first-year students to advanced levels of academic performance and higher rates of persistence to graduation.

The effectiveness of peer support is generated, at least in part, by the following factors:

- It allows new students to seek and receive support from a similar-age peer who is likely to be perceived as more approachable and less judgmental than an authority figure (Gross & McMullen, 1983; Rice & Brown, 1990).
- Both students and their peer leader are at proximal stages of social and cognitive development, which facilitates student identification with and comprehension of the peer leader (Bandura, 1986; Ender & Newton, 2002; Vygotsky, 1978).

This article synthesizes empirical evidence describing the power of peer leadership and support programs, with respect to student outcomes concerning (a) retention, (b) learning and academic achievement, (c) social and emotional development, and (d) leadership development.

Student Retention

Research consistently demonstrates that when students experience social integration and perceive that they are integral members of a campus community, they are more likely to persist to degree completion (Braxton, Sullivan, & Johnson, 1997; Tinto, 1987, 1993). In one major study of student retention at large research universities, it was found that peers exerted more influence on student persistence than all other social agents on campus, including faculty (Bean, 1985). More recently, campus-specific research reports indicate that students who participate in peer mentoring programs persist at higher rates than matched control groups of student who do not participate (Black & Voelker, 2008; Schwitzer & Thomas, 1998).

"The best answer to the question of what is the most effective method of teaching is that it depends on the goal, the student, the content, and the teachers. But the next best answer is students teaching other students."

McKeachie, Pintrich, Lin, & Smith, 1986, p.63

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Learning and Academic Achievement

Peers can also promote student learning. Based on an extensive review of higher education research on teaching and learning, McKeachie, Pintrich, Lin, and Smith (1986) reached the following conclusion: “The best answer to the question of what is the most effective method of teaching is that it depends on the goal, the student, the content, and the teachers. But the next best answer is students teaching other students” (p. 63). Astin (1993) conducted a longitudinal study on a national sample of some 500,000 students at 1,300 institutions of all types. The study tracked student change between college admission and graduation via multiple follow-up measures of student development (e.g., intellectual, emotional, attitudinal, social) using sophisticated research methods (i.e., multivariate analyses), which allow conclusions to be drawn about the direct and indirect effects of the college experience. This study revealed that when peers interact with each other while learning, they achieve higher levels of academic performance and are more likely to persist to degree completion. It was also found that tutoring other students correlates strongly with gains in the tutors’ “scholarship” self-concept and with a number of other academic outcomes, including direct positive effects on students’ GRE quantitative and analytical test scores. These findings support research reviewed by Whitman (1988), which indicates that both the peer learner and the peer tutor experience gains in learning as a result of their collaborative interaction. Moreover, the learning benefits experienced by peer leaders do not only take place in formal, academic settings. Retrospective reports of alumni consistently reveal that their most significant learning experiences occurred outside the classroom and were heavily influenced by peer interactions (Marchese, 1990; Murphy, 1989).

Social and Emotional Development

The positive impact of peer interaction and support goes beyond the boundaries of the cognitive domain to include the development of social skills that are essential for success in life after college (Cross, 1985; Feldman & Newcomb, 1969). Peer leadership programs designed to promote students’ social and emotional development have also been successful. For instance, in a cross-institutional study of the impact of peer counseling programs, students who participated in a peer program evinced higher rates of first-year retention and academic performance (GPA) than nonparticipants with similar pre-enrollment characteristics (Guon, 1988). Students who serve as peer mentors also experience gains in social and emotional development, such as improved social skills, self-confidence, self-esteem, sense of purpose, and personal identity (Harmon, 2006).

Leadership Development

Alumni consistently report that participation in cocurricular activities involving leadership roles had a significant impact on the development of career-relevant leadership skills (Pascarella & Terenzini, 1991; Peter D. Hart Research Associates, 2006). Alumni self-reports are corroborated by on-the-job, managerial-performance evaluations, which also indicate that previous involvement in cocurricular activities, particularly those involving student leadership, is the best predictor of successful managerial performance (American Telephone & Telegraph, 1984; Howard, 1986). Involvement in student leadership activities is also associated with improved self-esteem (Astin & Kent, 1983; Schuh & Lavery, 1983) and gains in social concern and altruistic values (Pascarella, Ethington, & Smart, 1988).

Astin’s (1993) longitudinal, multi-institutional study revealed that student-to-student interaction had the strongest effect on students’ leadership development (i.e., students who interacted more frequently with peers were most likely to develop leadership qualities and qualifications). Astin further notes that gains

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CALL FOR CONTRIBUTIONS *Peer Educator Programs*

The National Resource Center for The First-Year Experience and Students in Transition maintains a collection of research-based descriptions of peer educator programs on our web site. Five cases are presented from a range of different educational institutions using peer educators in a variety of different settings—first-year seminars, diversity education, orientation, support programs for at-risk students, and Supplemental Instruction.

We invite you to help us expand the available resources on peer educators by including a description of your initiative in this online collection. If your institution has an assessed peer educator program that has a history of two years or more, we encourage you to submit a description of your program for consideration. We are interested in the objectives and structure of the program, how it has been assessed, what was learned, and how the assessment results have been used to improve the service provided to new students. The peer educator program collection and guidelines for those who would like to submit an initiative for publication can be found at www.sc.edu/fye/resources/fyr/peers.html

CUSEO Cont. from p. 5

related to this outcome were directly related to student leadership experiences in college, rather than being mediated by other factors such as accumulation of general life experiences or personal maturation.

Conclusion

It should be noted that peer leadership programs are not only effective; they are also cost-effective. Capitalizing on a social resource that has already been recruited and is easily accessible on campus can reduce the need to hire additional professional personnel. In a comprehensive review of the cost-effectiveness of four academic support strategies for developing students' mathematical and reading skills (i.e., peer tutoring, computer-assisted instruction, lengthened instructional time, and reduced class size), peer tutoring was found to be the most cost-effective support strategy; for example, it was more than twice as cost-effective as computer-assisted instruction (Levin, Glass, & Meiser, 1984). Thus, peer leadership programs create a win-win scenario: students benefit from support provided by peer leaders; peer leaders benefit from the support they provide students; and the institution benefits by implementing a student success-promoting intervention that is not cost prohibitive, yet generates increased institutional revenue by increasing retention of tuition-paying students.

In the next issue of *E-Source*, this column will examine the multiple ways in which peer leaders may be deployed to promote the retention, academic achievement, and personal development of first-year students.

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EI+C=SUCCESS Cont. from p. 3

- Increased levels of interpersonal and communication skills
- Greater sense of responsibility towards life tasks
- Improved sense of belonging at the college
- Higher degree of success skills, such as time management, self-discipline, goal-setting, perseverance, initiative, focus, and stress management

The College Coach Approach is an innovative and collaborative initiative that combined with the remaining two components of the SUCCESS@Seneca program (i.e., online portal and extended transition and orientation) significantly contributes to student development, academic achievement, and college retention. The positive emotional growth of students facilitated by the coaching experience is key to the entire initiative's success. Not only has this coaching strategy demonstrated significant increases in student success and retention, but it also cultivates employee leadership, engages a diverse and sizeable employee and student population, and creates a college culture that reflects a sense of community pride. The College Coach Approach is an economical and transferable program that can be adapted to meet the needs and goals of any institution, and was recognized with the 2009 Outstanding Student Retention Award, presented by the Educational Policy Institute.

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Northern Michigan University's First-Year Block Program

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Northern Michigan University's First-Year Experience (FYE) initiative began with a two-year pilot in the fall of 1995. The program was originally developed for students admitted to the University in good standing and was intended to promote retention, integration, and overall satisfaction. Participation was voluntary, and 165 students initially enrolled. Students registered for one of 10 course blocks. Each 14-credit block consisted of three academic classes (i.e., a four-credit composition, history, psychology, sociology, mathematics, biology, or other liberal studies course) linked to a two-credit UN 100 first-year seminar taught by a faculty member and a teaching assistant. The seminar instructor served as the liaison between all the faculty teaching within a block to coordinate and share information on upcoming assignments, exams, and students in need of extra attention. Goals for the seminar included (a) developing strategies and attitudes to maximize academic success; (b) familiarizing students with campus resources; and (c) assisting students in developing positive relationships with faculty, staff, student leaders, and peers. At the end of the fall 1995 semester, data showed that students taking the blocked classes exhibited higher GPAs than students not enrolled in the program. In addition, qualitative data from feedback forms noted that students responded positively to the peer and faculty connections they made through participation in the block.

As the program increased in popularity, so did the number of blocks that were offered. By fall 1998, approximately 390 students were enrolled in 12 blocks of classes. GPAs and semester clear status (i.e., students with a GPA of 2.0 or better) for these students continued to be higher than for students not in the FYE program.

In light of these encouraging outcomes, in fall 2000, a pilot was added to the program offering a block of classes for students who were admitted on probation based on either a low GPA or ACT score. These blocks also consisted of a first-year seminar and three additional courses but included developmental education as well as liberal studies classes. Seminar instructors for probation blocks served as the students' advisor, and students were required to sign a contract outlining expectations for progress. The end result was as promising (i.e., higher GPAs) as for those admitted in good standing. Program evaluations again returned positive qualitative results with students reporting the blocked classes enhanced their learning experience and promoted more engagement with classmates, instructors, and the University overall.

As of fall 2009, approximately 67% (i.e., 1,200 students) of the incoming cohort participated in First-Year Experience programs. Students admitted in good standing self-select into a block of classes while students admitted on probation are mandated into a block as a condition of enrollment. Currently, there are 47 blocks of classes for students admitted in good standing. These include major-specific blocks, blocks for undeclared students, and in the past two years, two pilot blocks for students pursuing associate degrees. In addition, there are 11 blocks for students admitted on first-year probation and six blocks for students in the College Transitions Program (i.e., students who have both a low GPA and a low ACT score but are given the "right to try" to be successful in college).

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... students
taking the
blocked classes
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not enrolled in
the program.

An academic service-learning (ASL) block was piloted for nursing students in fall 2009. Community service projects are encouraged throughout the entire FYE program; however, the ASL pilot added a reflective service-learning component to the four-course block. The project entailed working with the Upper Peninsula Children's Museum to provide additional materials for the museum's ambulance area and Body Room and to provide information to children regarding health issues. The project enhanced the learning of the course content within the nursing block by providing students a real-world opportunity to teach health-related material to children, which was directly applicable to their future careers. Students' reflection papers noted a high degree of satisfaction with the service-learning opportunity, and ASL will remain a component of the nursing blocks.

One of the draws of the block program is that students can preregister for classes beginning as early as March, providing them a guaranteed schedule when they arrive for summer orientation. Students can then spend their orientation time meeting with departments and/or advisors to talk about programs and gather campus resource information instead of worrying about course registration and getting the classes they need. Parents are one of the greatest advocates for the FYE initiative stating they are more relaxed about sending their students to college knowing they will have this connection and support.

In addition to consistently higher GPAs, program participants exhibit on average, a 10% higher first-, third-, and fifth- semester clear status than nonparticipants (i.e., 76.1% vs. 66%, respectively for fall 2008 third semester retention). FYE students in good standing also persist to graduation at a higher rate than non-FYE students (i.e., 46.3% vs. 31.7%, respectively for the 2005 cohort). Lastly, added program benefits include the leadership skills and teaching and classroom experience afforded the seminar teaching assistants as well as the opportunity for faculty to collaborate on teaching strategies within a block or explore teaching a seminar in block outside their major area.

The block program is a work in progress, and future modifications include using ACT testing to determine appropriate levels of developmental classes for probation students, adding the service-learning component to more seminar courses in different blocks, and creating a certification process for peer mentors and teaching assistants. Northern Michigan University's First-Year Experience initiative has and continues to be a positive experience for students, seminar faculty and instructors, teaching assistants, and for the University overall.

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Engineering Persistence Studies Using the MIDFIELD Database

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Engineering persistence has been studied extensively (see citations in Ohland, Sheppard, Lichtenstein, Eris, Chachra, & Layton, 2008). The tone typically expresses concern for the state of engineering education and disappointment at the various aspects of the system that have let students down and left the profession, which needs more engineering graduates, shorthanded. Recent work using a large longitudinal database compared engineering persistence, as well as engagement as a hypothesized precursor to persistence, across various discipline groups in higher education (e.g., Arts and Humanities, Business, Social Sciences). The study found that engineering persistence is equal to or better than persistence in other disciplines. The assumption that engineering persistence is low reinforces the perception by academics that engineering is somehow harder than and/or better than other disciplines—what Stevens, Amos, Garrison, and Jocuns (2007) have called the “meritocracy of difficulty.” The same assumption causes college-bound students and their parents to fear failure on the engineering path.

The MIDFIELD Database

Studies of engineering student success are best performed using major-specific longitudinal data, which, in the past, have often been unavailable or not easily separated out from general persistence information. Most studies rely on cross-sectional data or in the construction of synthetic cohorts to model outcomes over time, yielding results that can be challenging to interpret (Astin, 1993; Cosentino de Cohen & Deterding, 2009). The Multiple-Institution Database for Investigating Engineering Longitudinal Development (MIDFIELD) was compiled in 2003 as an extension to the Longitudinal Database of the Southeastern University and College Coalition for Engineering Education to avoid these research design limitations. MIDFIELD is a rich longitudinal database with student-level records for all undergraduate students at nine southeastern public universities from 1987-2005 (i.e., Clemson University, Florida A&M University, Florida State University, Georgia Institute of Technology, North Carolina A&T State University, North Carolina State University, University of Florida, University of North Carolina at Charlotte, and Virginia Polytechnic Institute and State University).

The MIDFIELD database contains records for 857,001 unique students of whom 462,443 received at least one bachelor’s degree, and 194,213 enrolled in STEM (135,860 in engineering), with 99,608 receiving a bachelor’s degree in a STEM discipline (71,277 in engineering). While many types of institutions are not represented in the dataset, because MIDFIELD includes data from multiple large public institutions, the experience of MIDFIELD students is likely to be representative of the experience of a large fraction of U.S. engineering students; therefore, the results may be generalizable on that basis. Ohland et al. (2008) and Long (n.d.) provide a more detailed description of the MIDFIELD dataset as well as a list of publications and a data dictionary.

Persistence Findings

Persistence is not what sets engineering apart from other majors. MIDFIELD data indicate engineering students are typical of students in other majors with respect to (a) persistence in major, (b) persistence by gender and ethnicity, (c) racial/ethnic distribution at matriculation, and (d) grade distribution. Data from

The assumption that engineering persistence is low reinforces the perception by academics that engineering is somehow harder than and/or better than other disciplines—what Stevens, Amos, Garrison, and Jocuns (2007) have called the “meritocracy of difficulty.”

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the National Survey of Student Engagement (NSSE, 2004) show that this similarity extends to engagement outcomes, including course challenge, faculty interaction, satisfaction with institution, and overall satisfaction. Engineering differs from other majors most notably by a dearth of female students and a low rate of migration into the major as illustrated in Figure 1.

Using data from the eighth semester, which has been used as a proxy for graduation (Astin, 1993; Seymour & Hewitt, 1997), Figure 1 includes a helper line highlighting the percentage of students enrolled in the eighth semester in a major group who started out in that same major group at matriculation. The first column shows students enrolled in engineering in the eighth semester and where they matriculated. Whereas all other groups of majors attract engineering students (i.e., students migrating away from an originally declared engineering major) in noticeable numbers, nearly 93% of students enrolled in engineering after eight semesters had matriculated in engineering. Other groups of majors attract a large proportion of their eighth-semester majors from elsewhere (i.e., students switched majors within the eight semesters). Even Other STM and Computer Science attract more than 40% of their eighth-semester student population from other majors. Undeclared students (not represented on the x-axis in Figure 1 since no students remain undeclared by the eighth semester) represent the largest population at matriculation (i.e., more than 70,000). In spite of their numbers, undeclared students are attracted in large numbers to all majors except engineering. Almost all the students who achieve the eighth semester in engineering started in engineering, and more than 80% of them are male. A much smaller number of eighth semester engineering students started

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Key

Engr: Engineering

Other STM: Other Science/Technology/Math

CS: Computer Science

Bus: Business

A&H: Arts & Humanities

Soc Sci: Social Science

Other: All other majors

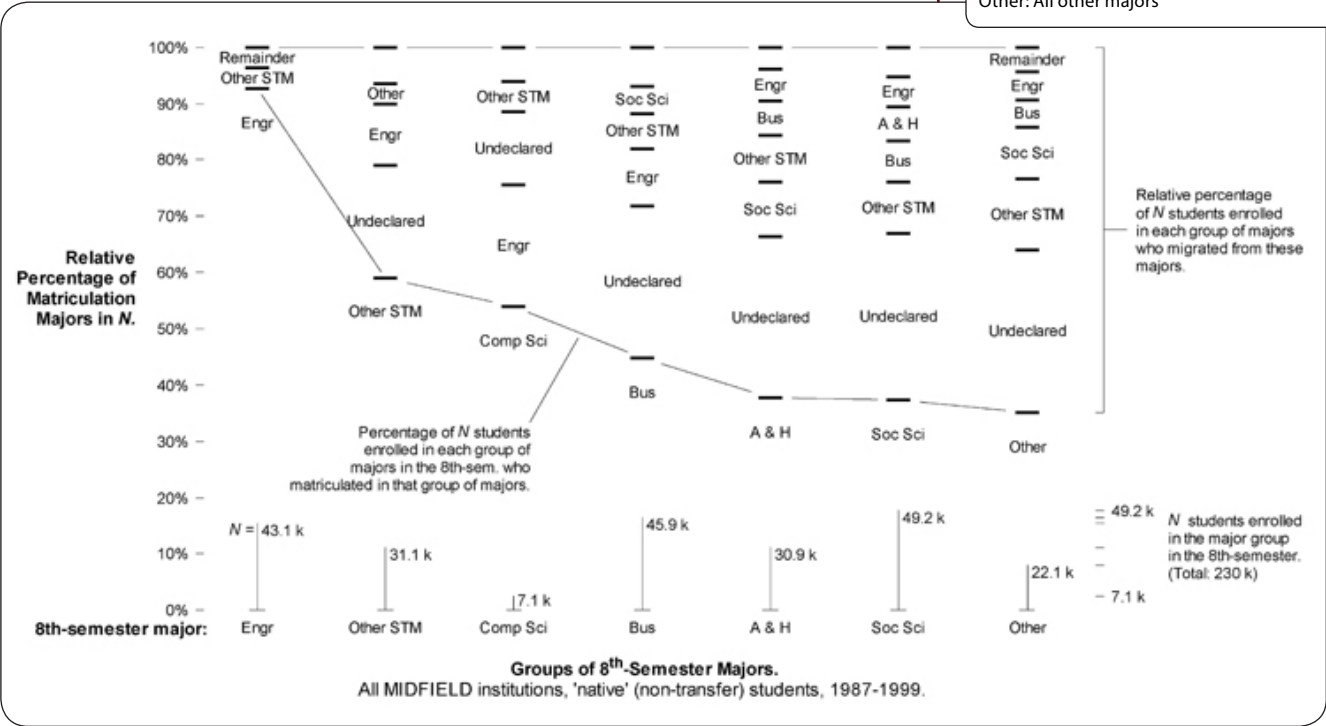


Figure 1. The matriculation major (displayed within each column) of students enrolled in various major groups (displayed at the bottom of each column) in the eighth semester. [Reproduced with permission from Ohland et al. (2008)]

in another major, and of this inwardly migrating group, 40% are female. The characteristics of this population are under further study.

While some have argued that engineering persistence rates of 80% are possible (Fortenberry, Sullivan, Jordan, & Knight, 2007), the MIDFIELD data suggest that it is more likely that programs that have persistence rates of 65-70% to eight semesters and 60-63% to six-year graduation may have reached a practical limit in engineering persistence. The remaining students who do not persist in engineering are undergoing natural and expected career and major exploration that is not unique to engineering.

Various findings have come out of this research that suggest a change in the tone of engineering persistence research and implications for practice.

- In studying persistence rates, institutional differences far outweigh variation by race and gender. There is little gender gap in persistence, and racial differences are typically less than 10%. Institutional variation of persistence rates spanned a high of 67% to a low of 37% suggesting that colleges at the upper end of this range are doing as well as they can for their students while programs at the lower end of the scale may benefit from modeling higher achieving initiatives or investigating areas for improvement.
- For all races, women, who matriculate in engineering, graduate at rates comparable to men; therefore, institutions that have a gender gap in persistence rates should consider a closer examination of their programming.
- University policies (e.g., permitting students with low GPAs to continue enrolling) can result in inflating persistence estimates, but can leave large numbers of students with such a deficit that they will not be able to graduate. In practice, it should be expected that 90% of any population (even disaggregated by race and gender) enrolled in the eighth semester in engineering should graduate within six years in engineering. Significantly lower graduation rates following the eighth semester again suggest areas for improvement.

In addition, it was found that eighth semester data underreports the six-year graduation rate for women since women are more likely to graduate in engineering than men who persist to this same target. Further, the eighth semester metric overreports graduation rates in most minorities with eighth semester minority students being less likely to graduate in six years than comparable White students. The American Council on Education has proposed that socioeconomic factors are more prevalent in the Black and Hispanic community that result in a longer time to graduation (Anderson & Kim, 2006). In practice, therefore, when attempting to understand how women or minorities are succeeding in engineering, it is more accurate to study the six-year graduation rate as an outcome.

Other Suggested Implications

At institutions for which these results would suggest that engineering persistence is not particularly movable, strategic recruitment becomes a higher priority. Students who drop out of engineering after the first year could be replaced by transfer students and other students at the university. Similarly, recruiting of women seems of greater research interest than persistence research, noting that there is no gender gap in persistence. Lastly, the comparison of eighth-semester persistence rates to six-year graduation rates and the finding that eighth

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Colleague and Resource Spotlight: An Interview With Marcy Levy Shankman: Defining Emotionally Intelligent Leadership

Editor's Note: Marcy Levy Shankman—private consultant for the non-profit sector, instructor at Case Western Reserve University (Ohio) and Baldwin-Wallace College (Ohio), and co-author of *Emotionally Intelligent Leadership: A Guide for College Students*—was a featured speaker at the 16th National Conference on Students in Transition held in Salt Lake City, Utah, November 6-8, 2009. In her address and an interview with *E-Source*, Shankman discussed her book and her views on emotional intelligence and leadership.

Leadership, according to Marcy Levy Shankman, is all about relationships—people engaging in a process together, as leaders and followers, to accomplish change. Shankman believes that leadership is a learnable skill that is essential to become a “good team member, a good employee, or even a good friend,” whether in “formal (appointed) or informal (voluntary)” roles, and that the “campus environment provides a rich and plentiful array of opportunities for students to practice leadership skills” (Shankman & Allen, 2008, p. 1). She is quick to note there is a difference between leadership and leaders and that many who bear the title of *leader* frequently do not demonstrate leadership qualities.

Shankman has had a longstanding interest in leadership beginning with her own personal experiences with leadership roles as a high school, college, and graduate student. Leadership as a field of study experienced explosive growth in the 1990s as more and more campuses and businesses incorporated leadership training in their programming and enterprises. Leadership was recognized as not just a top-down phenomenon but as a multifaceted concept happening in many different ways; at many different levels of society, business, and government; and towards different ends.

Within this same time period, emotional intelligence (EI) concepts were gaining acceptance in academia as researchers began to explore and recognize that emotions—more than just feelings—were adaptive responses that directly influenced behavior. While connected to IQ, EI is a separate form of intelligence that is moldable, learned, based on conscious choice, and concerned with behavior. IQ, on the other hand, is innate and related to cognition. Shankman believes EI is twice as important as IQ since it “enhances relationships, improves work performance, [and] provides the essential foundation for leadership... [with] these [being] skills employers want.” She created the EI profile, an emotional intelligence assessment, to use in her consulting practice and work on campuses to provide individuals with a repeatable facilitated learning experience to move from observation to integration and encourage personal reflection.

Shankman saw a natural fit between leadership skills and EI and, with her colleague Scott Allen, developed the Emotionally Intelligent Leadership (EIL) model as a framework to “demystify leadership and bring it into the everyday realm...[and to] better differentiate between leaders and leadership.” Their book, *Emotionally Intelligent Leadership: A Guide for College Students*, addresses leadership development concepts using the EIL model, which is built around three core facets and 21 capacities that a leader should pay attention to and balance within their leadership roles. The three facets are Consciousness of Context,

Toni Vakos
E-Source Editor



Marcy Levy Shankman

the “campus environment provides a rich and plentiful array of opportunities for students to practice leadership skills.”

Shankman & Allen, 2008, p. 1

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Consciousness of Others, and Consciousness of Self. The facets are further divided into capacities (i.e., developable skills and capabilities) encompassing qualities such as environmental awareness, group savvy, emotional self-control, flexibility, capitalizing on difference, empathy, and optimism. The authors state that a “leader’s ability to monitor all three [facets] intentionally will aid in their ability to lead effectively...leaders must be aware of their capacities, the needs of those who follow them, and the environmental factors that come into play as well” (p. 6).

In an easy-to-read format with short chapters, the book is designed to be interactive and help students intentionally work on leadership skills through reflective questions, real world practical examples, and useful suggestions for applying the offered strategies. Each chapter is devoted to a single capacity and contains quotes regarding the topic from college students across the country lending an authentic student voice and relevance to these concepts.

The book has been used on campuses as a primary text in first-year seminars, for leadership classes, in service-learning courses, and by student organizations and associations. A goal of the book, and Shankman’s work, is to help students effectively engage with others, whether as a leader or follower. As Shankman and Allen point out “the leader...is only part of the equation...followers often determine leadership success or failure” (p. 11).

Shankman’s views on emotionally intelligent leadership and her work can be summed up in the following statement from her book:

If you can learn more about yourself, how to work more productively with others, how to improve your relationships with others, and how to be more effective in a leadership role, you will be successful. Regardless of how you define effective leadership or what role you wish to play in it, it is incredibly important in today’s world. (p. 3)

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semester outcomes may underreport or overreport engineering graduation rates for student populations other than White males suggest that researchers must be aware of how the choice of metric can affect the research outcomes.

This material is derived from work supported by National Science Foundation Grant REC-0337629 (now DRL- 0729596) and EEC-0646441, funding the Multiple-Institution Database for Investigating Engineering Longitudinal Development and Grant No. ESI-0227558, which funds the Academic Pathways Study (APS) through the Center for the Advancement of Engineering Education.

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The National Resource Center for The First-Year Experience and Students in Transition Advisory Board

Introduction

In previous issues, we introduced the 2009-2012 classes of the National Resource Center's advisory board. As the 2009 class ends its service, we are pleased to present the profiles of the newest board appointees, whose terms end in 2013. These four new members were announced at the 29th Annual Conference on The First-Year Experience held in Denver, Colorado, February 12-16, 2010. Board members serve in a consultative role for the Center giving advice and contributing suggestions for publications, marketing and funding strategies, research topics, and conference speakers, as well as authoring articles for NRC publications. Members include leaders and experts in higher education representing a variety of institutional types, professional associations, and research centers. The 16 advisors serve terms staggered over a four-year period. The contributions of these individuals have been and continue to be vital to our work in improving the lives of students.

George Boggs

George R. Boggs is currently the president and CEO of the American Association of Community Colleges (AACC). He earned his bachelor's degree from The Ohio State University, his master's degree from the University of California at Santa Barbara, and his PhD in educational administration from the University of Texas at Austin. George went on to serve as a faculty member, division chair, and associate dean of instruction at Butte College in California and, for 15 years, functioned as the superintendent/president of Palomar College in California. He has conducted research on developmental writing courses looking at both effectiveness and student persistence. Boggs is the author of more than 60 articles and chapters in professional journals and books, with articles frequently appearing in *Inside Higher Education*; *Change: The Magazine of Higher Learning*; *Community College Times*; and the *Community College Journal*. He has been professionally involved in higher education in a variety of capacities, including his tenure on the Boards of Directors of the California Association of Community Colleges, the Community College League of California, the Western Association of Schools and Colleges, and the American Association of Community Colleges. He also served as a member of the Committee on Undergraduate Science Education of the U.S. National Research Council, the Accrediting Board for Engineering and Technology (ABET), and several U.S. National Science Foundation panels and committees. Boggs has testified before both state legislative and U.S. Congressional committees on subjects related to higher education.

Paul Gore

Paul A. Gore, Jr., is the student success special projects coordinator and director of institutional analysis at the University of Utah. In addition, he serves as an associate professor in the Department of Educational Psychology and as a training director of the graduate counseling psychology program. He earned his bachelor's degree from Saint Louis University, his MS from the University of New Orleans, his MA from Northeastern Illinois University, and his PhD in counseling psychology from Loyola University. Prior to coming to the University of Utah, Paul served as the director of the Career Transitions Research Department at ACT, Inc., and as the codirector of the Freshman Seminar Program at Southern Illinois University. He is a widely published author, with articles appearing in

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George Boggs



Paul Gore



Andrew Koch



Pam Person

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the *International Journal for Educational and Vocational Guidance*, *The Career Development Quarterly*, *Research in Higher Education*, and the *Journal of The First-Year Experience and Students in Transition*. In addition to authoring journal articles, he has co-authored a number of book chapters on first-year and sophomore student success, academic advising, and career development and is a member of multiple editorial boards for several scholarly journals. Paul has frequently presented on topics related to student success and engagement at the International Conference on The First-Year Experience and the Annual Conference on The First-Year Experience. In recognition of his service to the profession, Gore received the Outstanding Presentation Award from the Rocky Mountain Association for Institutional Research in 2008.

Andrew Koch

Andrew (Drew) K. Koch is the director of the Department of Student Access, Transition, and Success Programs at Purdue University in West Lafayette, Indiana. He holds a BA in history and German and an MA in European history from the University of Richmond, an MA in higher education from the University of South Carolina, and a PhD in American Studies from Purdue University. For more than 15 years, Drew has garnered extensive experience with learning communities, summer bridge programs, first-year seminars, precollege outreach programs, orientation programming, first-year honors student initiatives, Supplemental Instruction, diversity strategies, and a host of other efforts designed to enhance student access to and success in college. His work includes extensive grant writing and research associated therewith, with funding coming from sources such as Lilly Endowment, Lumina Foundation for Education, and the National Science Foundation. Koch is also the author of more than a dozen publications pertaining to student success, including the second, third, and fourth editions of *The First-Year Experience in American Higher Education: An Annotated Bibliography*, published by the National Resource Center for The First-Year Experience and Students in Transition. Drew serves as the cochair of the Indiana Access and Success Network, cochairs the Twenty-first Century Scholars Postsecondary Support Network, and is on the editorial review board of the *Journal of The First-Year Experience and Students in Transition*. Koch is also a member of the directorate board for the American College Personnel Association Commission on Admissions, Orientation and the First Year Experience.

Pam Person

Pam Person is the director of the Center for First-Year Experience and Learning Communities at the University of Cincinnati. Since 2002, Pam has served as the first full-time director of learning communities; in 2004, her position was expanded to include the development of the University's first-year experience initiatives. Pam earned both her bachelor's and master's degrees from Radford University in Virginia. Before coming to the University of Cincinnati, Pam served as the director of career services at the University of Alabama in Birmingham; student affairs officer at Southeast Missouri State University; a career counselor at Southern Illinois University at Carbondale; and housing manager at Virginia Tech. She has been a key contributor to the development of Integrated Core Learning, the University of Cincinnati's signature approach to undergraduate education. Person has authored articles on the University of Cincinnati's first-year experience program that have been published in both *College Planning and Management* and *E-Source for College Transitions*, in addition to presenting at the Ohio First-Year Experience Summit and the Annual Conference on The First-Year Experience. In recognition of her work and its impact upon the University of Cincinnati, Pam was named an Outstanding First-Year Student Advocate by the National Resource Center for The First-Year Experience and Students in Transition in 2007.

Related articles in E-Source

(July, 2009). The National Resource Center for The First-Year Experience and Students in Transition advisory board. [6\(6\)](#), 13.
(September, 2009). The National Resource Center for The First-Year Experience and Students in Transition advisory board. [7\(1\)](#), 14.
(November, 2009). The National Resource Center for The First-Year Experience and Students in Transition advisory board. [7\(2\)](#), 13.

E-Source Submission Guidelines

For complete guidelines and issue dates, see www.nrc.fye.sc.edu/esource/submission.

Audience: *E-Source* readers include academic and student affairs administrators and faculty from a variety of fields interested in student transitions. All types of institutions are represented in the readership.

Style: Articles, tables, figures, and references should adhere to APA (American Psychological Association) style. *E-Source* does not publish endorsements of products for sale.

Format: Submissions should be sent via e-mail as a Microsoft Word attachment.

Length: Original feature-length articles should be 750-1200 words. Annotations of new resources should be no more than 500 words. The editor reserves the right to edit submissions for length. Photographs are welcome.

Please address all questions and submissions to:

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What's Happening at the National Resource Center

Conferences

Institute on Sophomore Student Success

April 11-13, 2010

Savannah, Georgia



The National Resource Center for The First-Year Experience and Students in Transition invites those interested in programs and initiatives for students in their second year of college to join us for the inaugural Institute on Sophomore Student Success. Institute faculty will build a framework where participants will examine trends and practices connected to building a comprehensive and intentional approach to ensure the success of sophomore students. Information on the Institute can be found at <http://sc.edu/fye/iss/>

23rd International Conference on The First-Year Experience®

June 7-10, 2010

Maui, Hawaii



The 23rd International Conference on The First-Year Experience provides a setting for sharing ideas, concepts, resources, assessment tools, programmatic interventions, and research results focused on the first year of college/university. Join with educators from countries around the world as we explore approaches for enhancing the first-year student experience and provide opportunities for intensive learning and relaxed interactions. For more information, visit <http://www.sc.edu/fye/ifye/index.html>

Publications

Monograph No. 52

International Perspectives on the First-Year Experience in Higher Education

Diane Nutt and Denis Calderon, Editors

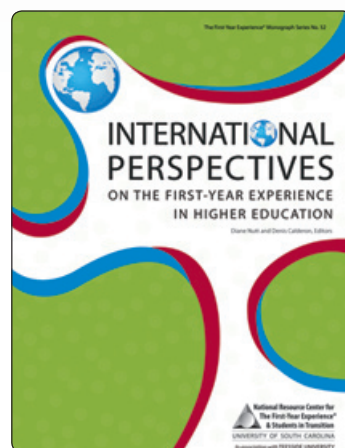
Produced in collaboration with Teesside University, United Kingdom

Based on the National Resource Center's successful *Exploring the Evidence* series, we are pleased to offer this inaugural collection of international first-year initiatives, demonstrating the portability and adaptability of these strategies in a variety of institutional contexts. Cases from a dozen different countries touch on a wide range of topics, including: academic advising and support, comprehensive program design, early-warning systems for at-risk students, electronic portfolios, first-year seminars, learning communities, orientation or induction, peer mentoring, retention initiatives, self-regulated learning, and Supplemental Instruction or peer-assisted study sessions. Students of higher education will value this volume for the rare glimpse it offers of international first-year transition programs and for the opportunity to compare programs from a wide range of educational contexts. Educators involved in the first-year experience will find both familiar strategies and insightful innovations to inform program design and assessment. To learn more or to order a copy, visit <http://sc.edu/fye/publications/monograph/monographs/ms052.html>

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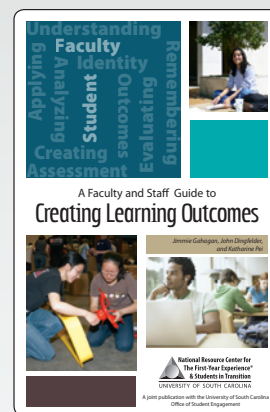
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A Faculty and Staff Guide to Creating Learning Outcomes

Jimmie Gahagan, John Dingfelder, and Katharine Pei

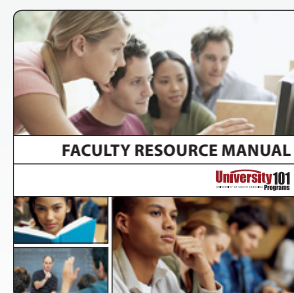
Produced in association with the Office of Student Engagement, University of South Carolina

For more than a decade, educators have focused on illustrating the effectiveness of educational interventions by measuring changes in grade point averages, retention, satisfaction, and participation. What such measures don't tell us is what students know or are able to do as a result of their educational experiences. Yet, this is the kind of data colleges and universities are increasingly asked to report by state legislatures, regional accrediting agencies, and a number of other stakeholders. Responding to this call requires new assessment vehicles that report success through the eyes of students using measureable learning outcomes for courses, programs of study, and cocurricular experiences. *A Faculty and Staff Guide to Creating Learning Outcomes* presents a framework for developing and assessing student learning outcomes in a brief, accessible format. To learn more or to order a copy, visit <http://sc.edu/fye/publications/bb/ar/index.html>



University 101 Programs Faculty Resource Manual

Designed by the University 101 staff and campus partners at the University of South Carolina, this resource manual provides instructional faculty with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar. The manual includes a detailed discussion of course management that offers suggestions for working with first-year students, designing a syllabus, establishing grading policies, building community in the classroom, and working with a peer leader. Chapters on topics common to first-year seminars offer resources for students and suggested assignments and classroom activities. Presented on a CD-Rom, the materials can be adapted for particular campus contexts. To learn more or to order a copy, visit <http://sc.edu/fye/publications/transitions/u101002.html>



Research

The National Resource Center is pleased to share the following upcoming opportunities to learn about the results of research studies conducted by the Center:

Exploring Current Trends for FYE and Innovative Assessment Efforts

Corporate partner presentation at the 2010 ACPA Convention, Boston, Massachusetts, March 22, 2010, 11:45 am-1:00 pm in Hynes Convention Center – 203.

2009 National Survey on First-Year Seminars: Innovations in Undergraduate Curricula

Concurrent research session at the 2010 ACPA Annual Conference, Boston, Massachusetts, March 22, 2010, 1:15-2:30 pm, Sheraton Boston Hotel – Independence East.

Findings From the 2009 National Survey of Peer Leaders

Concurrent research session at the 2010 ACPA Annual Conference, Boston, Massachusetts, March 23, 2010, 11:45 am-1:00 pm, Boston Marriott Copley Place – Regis.

Examining the Structure of High-Impact Educational Practices on American College Campuses: A Synthesis of Three National Surveys

A scholarly paper presentation at the 2010 AIR Forum, Chicago, Illinois, May 29-June 2.

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First-Year Seminars as a Remix of the Introductory Writing Requirement: A National Overview of Writing in First-Year Seminars

A panel discussion exploring the role of writing in first-year seminars and the ways in which seminars may function as a remix of introductory writing requirements. Presented at the Conference on College Composition and Communication (CCCC), Louisville, Kentucky, March 19, 2010, 12:30-1:45 pm, Louisville Convention Center.

Awards/Appointments

Joint NRC and ACPA AOFYE Commission Research Grant Winners

The National Resource Center for The First-Year Experience and Students in Transition (NRC) and the American College Personnel Association (ACPA) Commission for Admissions, Orientation, and First-Year Experience (AOFYE) are pleased to announce the winner of their jointly-sponsored 2010 research grant competition. Jennifer Hodges, assistant dean of the University College, and Christopher Tankersley, director of New Student Orientation, at the University of Akron are the recipients of the 2010 grant award for their study titled *An Orientation Leader Training Course as a Catalyst for Self-Authorship Development*.

ACPA Directorate Board Appointee

The staff of the National Resource Center for The First-Year Experience and Students in Transition would like to congratulate Tracy Skipper, NRC Assistant Director for Publications, for her appointment to the Directorate Board of the ACPA Commission for Admissions, Orientation, and First-Year Experience. Skipper will begin her term as a Directorate Board member at the 2010 ACPA Convention in Boston, Massachusetts, in March and will serve in this role for three years.

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